

**Under the VTSS Umbrella:
Process Integration and School Schedules**

Session 2

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Office of Student Services**

Under the VTSS Umbrella: Process Integration and School Schedules

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Welcome

8:30 am – 9:00 am

Dr. Cynthia A. Cave, Director of Student Services
Virginia Department of Education

Review of October 2012 VTSS Training:
Explicit Instruction

9:00 am – 9:45 am

Dr. Rick Bowmaster
VTSS Coach

Steve Hale
VTSS Coach

Part 2

9:45 am – Noon

Process Integration Workshop

Dr. Rick Bowmaster
Steve Hale
Sandy Hart, VTSS Coach
Regina Pierce, VTSS Coach

00:00:00

Ms. Pierce: Okay, everybody back? All right so here is what we're gonna do, when I spell Elvis we're gonna spell Elvis and we'll be ready to go, ready? E-L-V-I-S, all right.... Okay, pull out your pink sheet again, that's handout number three. Pull out handout number three. So remember the one that Clint Mitchell talked a lot about was the grade level meeting, his grade level PLC meetings how he plans for them and how he looks at the data for them. The next one we're gonna talk about is number one, the universal screening review. So when you're being really clear about your data meetings what happens when you look three times a year at your universal screening data.

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Ms. Pierce: So we have a treat, we have a guest speaker Ruth Ann Boland, and remember Clint Mitchell was talking about the CEIS specialists. Ruth Ann Boland is an amazing CEIS specialist at Dale City Elementary in Prince William County. And I watched her run how she runs a universal screening data meeting, and it is a system. She's got it down to a science. The teachers know what to do, they do it the same way. So she's gonna talk for about ten minutes on how she runs a universal screening data meeting and best yet, what they do with that data.

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Mrs. Boland: Good morning as Regina said, I work at Dale City Elementary School, and there is just some background information there about the school for you. We are a Title One school, about 75 percent economically disadvantaged. Almost half of our students are ESOL, we have a large [Sped ?] population, that's not because we over identify but because we host an ED center. We have a center based program.

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Mrs. Boland: And we do have a 21 percent mobility index, so we have that same kind of movement that Clint was talking about at Bel Air. We have a lot of movement in and out, and inevitably there are low students that come and go. And I don't think that that's a coincidence, but I'll show you more about that soon. Did you want to share, we, we did have a fairly decent success rate last year, our English SOL was a 92 percent pass rate. So we met all of our [AMOs ?] we're not a school in improvement, so. We do have several types of data meetings throughout the year, and we are clear about what kind of data meeting we have. These universal screening data meetings happen three times a year, and it's not just to find at risk kids. At this point in the year we pretty much know who our at risk children are. There is no point for us to go over and over that again. We, what we're wanting to do with the universal screening data is use it as a growth measure to evaluate the effectiveness of both our core instruction and also the effectiveness of the interventions that are happening within our school.

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Ms. Pierce: So when she has those meetings, when those teachers show up they always know what they're supposed to have with them.

Mrs. Boland: So here is a pretty detailed, if you can see this, this is this after you use Aimesweb for universal screening this is the kind of information that we would look at first. So if you look at the, the column on the left is the fall information. And then there is a transition to winter, so this is our fall information, and what happens to those students within the course of the year. So if you take a look at the fall we had about 31 percent of our students who fell in the below average or well below average range. And in the winter we had about 23 percent of students who fall in the well below or below average range. But the transition column is really the interesting part here because it tells you what happened to those students. So you can see in the transition that none of the students fell into a lower tier.

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Mrs. Boland: Those students who started well below average some of them stayed below average, some of them went into the average range. In fact if you look at the yellow you can see that more than half of our below average students moved up into the average range. But you can also see that the numbers didn't really go down, and that's because we got new students.

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Ms. Pierce: So you can also see that when you answer the questions from a universal screening like was, what about the efficacy of tier two, well the efficacy of tier two was really good. About more than half the kids that were in tier two moved into tier one.

Mrs. Boland: Exactly, we also want to look at other data, and if you spend a lot of time with teachers or reading specialist they don't want to look at just one source, which is good. They want to say what about the other things we use that we depend on, so the DRA is something that we look at that we use, and this is a grade, excuse me. This is a homeroom level DRA progress chart, and the way this works is the student names are down the left, and across the top are all of the DRA levels.

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Mrs. Boland: We put the letter, the beginning letter for each month so you'll if, if you take a look at student one you can see that student one started the year at a 28. In September he was at a 28. The yellow and green boxes are to indicate where they're, if they were to make one year's growth what would their midyear goal be, and what would their end of year goal be? Now we know that for fifth graders we want them all to hit the target goal of a 60 DRA, but we also need to be realistic, and in a minute I'm gonna show you how we link this to standard seven. How many of these students can make at least one year's growth? But this is a great visual to show you that if student one only made one year's growth look how far behind he still would be. He would be no where near the target for a leaving fifth grader, and do we really want to send that child to middle school that far behind.

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Mrs. Boland: So this is a great visual for teachers to say, yes one year's growth is fantastic, but is this really as far as we can get this child? So that's what we want to do with that. The other measure that we use are benchmark scores, so we have the quarterly language arts benchmark scores. And we want to see how is this language instruction, how is the tier interventions, how is that translating into their, to the data that they, the test that they take with the rest of the students. So we also want to look at that and are they making progress with that, how is that going?

Ms. Pierce: And they also use the interactive achievement, I know that a lot of your schools do that as well. So those are their benchmark scores using their interactive achievement assessments.

Mrs. Boland: And this is sort of midyear at this universal screening data meeting, we're looking at a midyear goal for these children. Based on their DRA which of these students are making at least one year's growth?

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Mrs. Boland: And which students, if you see on the left column these are the students that are making at least one year's growth. Which of them, they have a star are exceeding their growth, and then on the, the far right column which of the students in this grade level did not meet their midyear benchmark? Are they not even on track to make one year's growth? So naturally these are the students that we're gonna be concerned about. This as I was saying is also a valuable tool to link to standard seven, because we can see by homeroom teacher or by interventionist, which percentage of that homeroom teacher's students that started the year below grade level are on track to make at least one year's growth? Which percentage of their kids are on track to make more than one year's growth? So this is a very good, I did break down the data that way not for you, but so that we can see if there are any trouble spots there.

Ms. Pierce: They also have a lot of shared ownership, you can see that the interventionists name and the classroom, the homeroom teacher's name are there together. It's everybody's responsible.

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Mrs. Boland: Right, so what do we do after, you know, we look at all of this data? We want to problem solve about, you know, where we need to go from there, where are the problems as the grade level? So we do look later at individual students, but in terms of looking at the entire grade we want to use a problem solving method. We can tell from the tier transition that our core is effective. All of the student movement was good, the students were moving from the below average range into the average range. The average students were moving from the average range into the above average range even if you look carefully at that slide. So we know that the core is effective, but we know that there are a lot of students who are making one year's growth but need to make more. And there are a few students who really aren't making one years' growth, so what are we gonna do? What can we do to really accelerate the growth for those students.

Ms. Pierce: So they used that Baldrige Problem Solving Method, and [Ruth Ann ?] and I talked about it, we're not gonna talk a lot about that today because in April it's gonna be all about problem solving. So you know they use that problem solving method, but the teachers came up with some things.

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Mrs. Boland: And so I think it's really important to involve the teachers, the teachers really have to be a fundamental part of this discussion because if they don't come up with the solutions, if they don't see, you know, that these are the problems and these are the things that we can do about it they're not really invested. And they're not really going to use these strategies, you know, with fidelity. So, but the things that we came up with probably not unlike some of your schools. The students are really not thinking about what they're reading while they're reading it. They're not processing, they're not

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really connecting the dots between their life experiences, like these things are not happening. They're reading the words, but the comprehension is not there. So we just talked about solutions that we could use, this was the highest rated thing that we did multi-voting with the dots, that's what that is. And this was the thing that teachers really thought was the biggest problem. They lack vocabulary and background knowledge, again we have a high population of ESOL students, and economically disadvantaged students, so we just talked again this is an ongoing conversation obviously not the first time we've had this.

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Mrs. Boland: But this is kind of again what can we do? And we talked a lot more this time about integrating those multi-media sources, and then [sci-op ?] strategies that we've been trained in [sci-op ?]. So using those things, integrating them more fully in our instruction. And then just in terms of testing we did some think aloud tests with the students, and we realized they're not even paying attention to the questions. They're not comprehending, they're answering a what question with a where answer. You know, so really understanding, and this, it really hit us hard in math on the math SOL last year that they just didn't understand what they were supposed to do. The language really got in the way.

Ms. Pierce: But notice that they did something before they figured this out. They went and did these think-alouds with all of the kids, and then after they did the think-alouds they realized what the problem was.

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Mrs. Boland: Right, so what will happen next throughout the month we continue grade level PLC meetings, we have individual student data meetings as needed. You know, that, that column of kids who weren't even making one year's growth. Those are the kids that we're really going to look at what's going on, spend some more time looking at those students. And then as a grade level those students are going to commit to using those strategies that we came up with in our problem solving. Use those with fidelity, and then we can evaluate the results later on in the year.

Ms. Pierce: Any questions for [Ruth Ann ?], who does an amazing job of this with her staff. All right thank you [Ruth Ann ?]. All right hold on give me one second, we had a few technical difficulties earlier, so hold on. One second. We're getting ready to do workshop activity number two.

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Dr. Bowmaster: ...Regina while you're doing that, we're talking about school improvement and when we say school improvement really think of it and the continuous improvement process. Because there are a lot of schools that aren't in improvement, but

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they're in a continuous improvement mode. And so if, if we say school improvement know that we also mean a continuous improvement model as well.

Ms. Pierce: All right, here's the fun part. Activity number two, section number two. For your guidance documents and your manuals. You need, you have a few options, you need to write something in there that clarifies what the different types of data meetings are; what they look like. You don't have to do it off that sheet it's whatever it looks like for you all, but so that it's very clear what's happening in a data meeting. We all know we've been to a lot of data meetings where it went from some sort of data to talking about the field trip.

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Ms. Pierce: So just, just make some sort of clarity there, or if you already have that work on that scheduling format. Like when are we gonna have these different things? When are we gonna do universal screening? When are we gonna talk just about kids? When are we gonna talk about our tier one we taught it did they get it? Or you may need to back all the way up to assessment mapping, do you still need to figure out what assessments you're using because ultimately it's the assessments that drive the data meeting. And talking a little bit about both formal and informal assessments. What some informal data you can use? The next, after the work session we're gonna be talking about the final one, about the individual student data meeting. But the prize is you're gonna get two minutes, and you're gonna pull out your VTSS school benchmarks. Okay, so those are in draft, and the first people that can say it at their table where in those VTSS benchmarks it would be really helpful to have some clarification of the type of data meetings that you have.

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Ms. Pierce: Want me to say that one more time? Okay, so pull out your school benchmarks, Sandy is holding them up. They're blue. Look through your benchmarks, where, and there is not just one answer, where in the benchmarks would it be really helpful if you had some sort of clarification about what data meetings should look like. Raise your hand, and then you get a bag of candy for your table. We've all taught elementary. Hang on....

00:15:00

Ms. Pierce: ...[Tape cuts]

Respondent: We said monitoring student progress.

Ms. Pierce: Any other thoughts?...

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Ms. Pierce: See most of you got monitoring student progress, they may get another bag because they found another place.

Respondent 2: We thought organizational structure and culture or, and I'm sorry also underneath well yeah organizational culture and structure.

Ms. Pierce: Absolutely, how are you structured? What's your organization? What's systematic? All right, so now you're gonna have about 20 minutes to work on this. So pull out your guidance documents or your manual or whatever it is that you've started working in your division or in your school that says this is how we do it. This is how we do tiered system of supports, and pick one of those activities. And almost like get something done today, something so that it's finished in the binder. [Tape cuts] All right so we'll, you'll still have a little more time to talk don't worry. So the next thing I want you to pull out is the pink sheet, handout number seven. And when you pull that out you're also gonna need handouts four, five and six.

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Ms. Pierce: But the pink sheet handout number seven, so the first thing you're gonna do is you're gonna read numbers one through four and some of the rules of engagement on the big ideas of an individual student data meeting. So on your own read number one through four, and what we've used in some schools is what we call the rules of engagement....

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Ms. Pierce: [Tape cuts] So we're ready, and one of my schools, this is, these are to talk about the kids that are really below benchmarks. And I think we've talked about this before, in one of my schools we were modeling this, and they came up with a new name. They call it the blunt force trauma data meeting, I mean we're not talking about anybody's mama. We are not kidding around. We are moving on with numbers. So special thanks to Northampton, they're gonna walk through this with us. They've been doing it for a while. Belinda Rippon is a data coach, and she's gonna sort of introduce it, and then we're gonna do, we're gonna have a demonstration. So we're gonna have two scenarios. School number one is gonna be the non-example. We're gonna take the same kid put him in school number two as an example. But I need to mention a couple things first. Karen Aieda ?] is also from Northampton and she got her, she bravely jumped in at the last minute when she got here last night and realized we needed her. And then the wonderful and talented singer Robin Trump from Shenandoah is with us again.

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Ms. Pierce: So before we were thinking Grammys, now we're thinking Oscars all right.

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Ms. Rippon: Hello, we've been doing student data meetings at Kiptopeke we started last March, Regina came down actually to Occohannock, our sister elementary school first and modeled for us at both elementary schools. And it was really tough on the teachers. You know, they wanted to share a lot of I believes or I thinks, and Regina was really good about, you know, sticking to the data. I mean we even had, you know, I taught the sister, I taught the mom what do you expect, that type of stuff had come out. And I think some teachers may have been insulted at first, but they got over it and we moved on. We came up with a form, the, our director of SPED at the time, and we had positive response and poor response at that moment, and then in April we saw George Batsche speak at the RTI conference. And we came up with a newer form and that's the one you see that's on the green handout number four, where we have even you know, more than just a positive response, we have questionable but we also have little bullets under each one.

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Ms. Rippon: So the team really has to think about if it is a positive response what are we gonna do? You know, is the gap closing are we gonna continue with the intervention and increase the goal so they can get to grade level? Or are we gonna fade the intervention and see if the student can maintain their data. So we've actually added a little bit more to the form as the year, as the year went on. We started this fall, we have a pretty new staff. We have over 17 new teachers, so Regina came back and modeled for us again. I thought the teachers did really well with you know, taking on this task, and we try to keep each student meeting to about five minutes. And it was very difficult, as the year has progressed we've gotten better and better at it. The teachers are coming with all their data, where the first time we met they didn't have that data. I send out a list of the students that we're gonna talk about so those teachers know who we're talking about.

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Ms. Rippon: They come prepared, I have team, my second grade team has made up their own form where all the data is on the form they just shoot it out to me. Last week when we met I had a third grade teacher say to me, she started to say something, she goes I can't share that that's anecdotal I don't have any data to support it. So now the teachers are actually saying the things that Regina was modeling for us, and we're moving faster. We're getting through, we have about 50 minutes, and last week in one grade level we got through 18 kids. So that means we, you know, some of the kids we talked about for one or two minutes. When it's evident that the team needs to talk about a child longer we schedule a problem solving meeting, and we try to do that within a week after we discuss the kid. And when we do that we just bring everybody around that student who is working with that student to the table. They may not be there at the data meeting, you know, we have tutors and specialists that may not be able to be at the grade level meeting that come to the problem solving meeting so we can really see what's happening for that student.

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Ms. Rippon: We have moved even students that are already receiving special Ed. services into the problem solving meeting, and it's funny that as we talk about students we do see some disconnects. One of the special Ed. teachers was saying that the goal by Christmas was to be on task 15 minutes, but he couldn't get past five. I said, well then why don't we chunk it down to seven right now and help this student celebrate five to seven, to ten, and the special Ed. teacher said, I never even thought about that. And then I said well does the student know this is a goal of his? No he doesn't, so you know, you're thinking that all these things, all these interventions are being provided for this child, but we can streamline it even better. And that's what happens at these problem solving meetings, and we're seeing success. I just did a report for the principal showing, you know, who is moving, how many students are moving. Kind of like what the, I think it's Ruth showed us earlier from tier three to tier two, from tier two to tier one. So we definitely want to see that movement, so it's going well.

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Ms. Pierce: Good thank you. All right so we're gonna do a little model, and the first one again is gonna be the non-example. You're gonna see we all have our roles, I'm the facilitator, you can sort of see who we all are. So this is what one of the non-example of what one of them might look like.

Facilitator: Alright! Let's get going. Who do you want me to pull up? Has anybody got anybody who is struggling?

LA Teacher: How about Robert?

Facilitator: All right – Robert, Robert.. Hang on let me get him up here, aren't you his homeroom teacher. I think so, so--

LA Teacher: No language arts.

Facilitator: Okay got you, okay here we go. Here is Robert, all right well that looks good, this is his Easy CBM a few dips, looks like he's going up.

Teacher: I suppose, but he failed his last three SOL benchmark assessments in language arts.

Reading specialist: Well, duh that's no surprise there – he's probably having difficulty reading the material. He's still on Level S and his lexile level is 750 and it should be about 950 by now.

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Facilitator: All right well he's a sixth grader, what's he getting in that intervention double block?

Reading specialist: We do everything, we're working on comprehension strategies or whatever they need. He's DEFINITELY the lowest one in my group. But really, he's improving a little – he does have some decoding problems though.

Facilitator: All right what about his grades?

LA Teacher: He's got a D, and sometimes I think he just doesn't even care. His parents don't follow through on his homework and he's so talented athletically that he thinks he doesn't even have to worry about school.

Counselor: I know. I met with his parents when I had that talk with all the parents whose kids didn't pass the 5th grade reading SOL. They don't really understand that being a super star in 6th grade doesn't always translate to getting a scholarship somewhere.

LA Teacher: Not only that, but his stuff is everywhere. I asked him where his planner was and – you're gonna love this - he said he accidentally left it in his bat bag and he wanted a pass to go to the locker room to fish it out.

Reading specialist: I know exactly what you're putting up with. Every day I have to give him a new graphic organizer and we have to stop and let him fill in the information that everyone else has on theirs.

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Facilitator: Alright – any other data? What about attendance?

LA Teacher: He's usually here – that's not a problem.

Facilitator: All right how about other subjects?

Math teacher: Oh it's time to talk about math.

Facilitator:

Math teacher: Oh I was grading papers. He, he has a C in math. He could be doing better – he's got some missing homework assignments. He's a smart kid – he gets the math – sometimes reading the word problems is hard for him and he makes mistakes there, but he can usually figure it out. But hey - He's gotten really good at computing his batting average!

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Counselor: Let's see here. Well he's passing everything else – I haven't heard any other complaints. He's such a nice kid that sometimes flies under the radar.

LA Teacher: I can so see that happening! I had his sister two years ago and she's such a sweet kid. I'm still worried that since he failed the 5th grade SOL and his benchmarks are poor that he's at risk for not passing again.

Facilitator: All right well let's schedule him for a problem solving meeting. I mean I think we're supposed to have a plan for everyone who is at risk of failing a reading or math SOL so I guess we'll just have to go to problem solving.

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Ms. Pierce: All right so pull out your sheet. That pink sheet, the big idea and with your team spend a few minutes talking about all the reasons that made that a non-example. Okay, so got your, see activity number one all the reasons that made that a non-example.... [Tape cuts] What were some of the things that made that a non-example, I mean there was data there you went through it pretty quickly, there was some data, so what made that a non-example? So stand up and speak loud. The data wasn't specific absolutely. Lack of specificity, Evelyn.

00:27:02

Respondent 3: They did not know when they got in there which students they were going to talk about, therefore they didn't have [their act together. ?]

Ms. Pierce: They didn't know what students they were going to talk about and didn't have their acts together. Bridgette.

Respondent 4: Talked about a lot of family, like [the sister ?].

Ms. Pierce: Extraneous information absolutely, anything else? All right, so now we're gonna move, go ahead yeah please.

Respondent 5: [It was really directed there wasn't a lot of real organic approach in terms of talking or creating something [Inaudible, 00:27:38].

Ms. Pierce: Okay. All righty, so now here is the example.

Facilitator: All right everybody ready? So we're doing sixth grade first student Robert Griffin. He is tier 2 for reading. His CBM rate of improvement slightly above target with a decrease in errors. His goal was 1.1 and trend is 1.3.

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LA Teacher: On the three benchmark scores for this semester, he had a 45, a 68, and a 65. 70 is the cutoff for passing - even though he didn't pass the last benchmark, the class average was a 73 and those skills are going to be re-taught. His current grade is D and he's only turned in 60% of his homework assignments.

Reading specialist: I've been re-teaching the same SOL content using lower level text. He started at a level Q and is now an S. Lexile level is 750, and last running record suggests 90% accuracy due to decoding errors.

Math teacher: In math his current grade is C --

Special Education teacher: Hold on, hold on -- I didn't get that last running record down information can you repeat that please?

Reading specialist: Yes, running record suggests 90 % accuracy due to decoding errors.

Special Education teacher: Got it.

Math teacher: Grade in math is a C - test grades are all B's but C grade is because of 75% completion of in-class assignments. He's turned in 70% of his homework this last nine weeks.

00:29:06

Math teacher: Benchmark scores are 75, 85, and 81. I do some differentiation with level 2 of Marzano's academic math vocabulary and he started with 63 words and now he is automatic with 112 out of 190.

Counselor: OK -- all other grades are C and above, he hasn't had any office disciplinary referrals this semester, and he's had two absences, one excused tardy, and one early dismissal.

Facilitator: All right so that's all the data, any other data?

Special education teacher: One thing we might want to note is that even though he didn't pass the 5th grade SOL, his growth percentile was 75%.

Facilitator: Oh that was good. All right so team are we gonna say good, questionable, or poor?

Math teacher: I'd say good.

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LA teacher: I'd say questionable – he still hasn't passed the benchmarks and homework completion is poor along with some organizational skills.

Reading specialist: I'd say the same.

Facilitator: All right – questionable unless anyone disagrees what about an outcome?

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Counselor: I would modify his current tier and let's put him in my check-in/check-out group. We can see if that helps some with the homework and organization.

Teacher: Great and I'll re-connect with his parents at back-to-school conferences – we may not get much support, but they should be aware of what's going on. And we can also consider the 8th period homework group if this doesn't work.

Reading specialist: And I'll be sure and put in the intervention line and make the change on his intervention plan. But I'm still wondering about what else to do to about the decoding issue – most of the kids in my group have mastered those skills.

Special education teacher: Why don't we see how quickly he moves up this month and maybe instead of your group we could pull him into an SRA Decoding B because I have that group during intervention time.

Facilitator: All right sounds like a plan everybody agreed? All right, next student.

Ms. Pierce: Okay, so that was obviously the example, and so now what you're gonna do is you're gonna have a little bit of time for number two. Why would this, sorry.

00:31:00

Ms. Pierce: You know, I've raised three kids. I can talk loud for a very long time. All right so why would the second one be considered an example? What's the things that would make that meeting even better? And then take out your flowchart, what are some things that tier, that schools two already has in place? Okay I'll give you a clue, like they already have intervention plans okay. So what, you know, what are the things that you have to have in place in order to have a really good individual student data meeting. All right so you've got about five or ten minutes to do that. And how about a round of applause for our Oscar performance. [Tape cuts]

Dr. Bowmaster: Remember we gave you candy you have to participate. Otherwise we'll take the candy back.

Ms. Pierce: All right so here we go.

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Respondent 6: They all brought the same data to the meeting so they knew what they were talk, you know, what the direction of the meeting was supposed to go.

00:32:04

Ms. Pierce: They all brought the same data and they knew the direction of the meeting, they knew who's turn it was to talk, all what are some other things? What made number two a better example?

Respondent 7: The conversations didn't, I'm talking like a, they had targeted conversations about the data. It wasn't about who shot John or that type of thing. I mean it was pinpointed.

Ms. Pierce: Exactly.

Dr. Bowmaster: Okay we have one over there.

Respondent 8: Everything was data driven, they had facts to back up everything.

Ms. Pierce: I didn't hear that.

Dr. Bowmaster: Everything was data driven, they had facts to back up everything they said.

Ms. Pierce: Absolutely, what were some of the things that school two already had in place? Why is it that school two didn't have to go to a problem solving meeting? What was on your flowchart, what were some things that they already had in place and had already done? So remember school two, school one didn't know what to do, it was like oh problem solving. School two didn't have to take him there, all right. Why?

00:33:02

Ms. Pierce: What did, what things did they already have in place?

Respondent 9: They already had their intervention plans for each student.

Ms. Pierce: Yes, they had intervention plans and what else did they have, intervention plans was one what else did they already have?

Resp. 10: They also had very specific opportunities for students to participate, like the counselor said they do a check in check out system. That's already in place you just add them to the group, the special Ed. teacher already had a system in place for her to be able to offer what reading support was needed.

Ms. Pierce: Absolutely, they had defined their tiers, and we call that what? What did they have in place? Look on your flow chart, when you already have those things all listed out you've got a whole what? The continuum of services, they had a continuum of

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services so then when somebody starts to struggle they already had some options some place to put them. What else?

00:34:00

Dr. Bowmaster: Where are we?

Ms. Pierce: Prince William, all the way in that far corner.

Resp. 11: [Inaudible, 00:34:02 - 00:34:12]

Ms. Pierce: They ended with outcomes and they came to decisions, exactly. You said what you were gonna do, so even if you end up complaining about Johnny a lot you still are gonna have something that you're gonna do. And that's the data based decision making versus the data based discussion, exactly. Anything else? Hang on one second Rick is on his way.

Resp. 12: [Inaudible, 00:34:40 - 00:35:00]

00:35:00

Resp. 12: [Inaudible, 00:35:00 - 00:35:16]

Ms. Pierce: Yes, yes. That was, yes that was really well said, and you know what? Here is the good news, for some of the schools, and when Belinda was saying like when they first started a lot of times people aren't happy. You get the big eyes and the, but we have a lot of schools now that are doing the mac daddy. And what happens is that when they really focus on the data they come to better things. And they start to realize all the other problems, like we've just talked about five kids and every one of them we said that, and especially middle and high and we do these in middle and high. Especially in the middle and high school we say the last six kids we talked about it was all motivation and engagement, so where is that gonna lead us. So that's that same shared ownership, that same cooperation.

00:36:01

Ms. Pierce: So the data meetings lead you to something, so thank you for something that.

Dr. Bowmaster: Yeah the other part too is that when they voted, or they were going around, you know, is it questionable data, good data, poor data? And one said, well I think it's good, and the other said well I think it's really questionable. You know, that's a trust factor. And I think that's a key in that that teacher felt comfortable enough with her team to be able to say well I think it's good data. But notice she didn't take it personally when the other said, well it's really questionable. You know, and so I, it's a comfort level that you have to, to rise to there.

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Ms. Pierce: Absolutely, all right any other comments? Anything to share out?

Resp. 13: We discussed that they specifically talked about tier one instruction also, and how, and relationship to how he did compared to the rest of the class. And then she said I need to go back and teach again.

00:37:01

Resp. 13: And we thought that was a very important part.

Ms. Pierce: Thank you for reminding me of that, because actually in the script that actually happened at a school. And we kept, all the kids kept failing the benchmark, and finally someone said, the question well what was the class average? And then everybody realized the whole class average was poor, so thank you for mentioning that. All right. All right, so before lunch we still have some time. We're gonna get started a little bit about on that whole guidance document issue. Now there might have been a little confusion. You got, Susie asked you to download and bring like Kevin's implementation manual, so that's all part of that. But the guidance document, you can call it a guidance document, you can call it our VTSS manual, you can call it whatever you like. But in your buildings or in your school division have you started that? so some are well on their way, some are just starting, some are somewhere in between. But let's talk again just for one, indulge me for one quick minute. I know you've seen this slide, and we're probably going to be showing it now and we're probably going to be showing it the next several.

00:38:03

Ms. Pierce: Remember, what do you have to do if, if we're talking about systems change what do you have to do first? You have to say what your system is, what's it look like, so what it looks like, feels like, smells like okay. So the whole idea is do you have a plan? And that's what your guidance document or your manual is, so I'm gonna ask Prince William, Prince William kind of got on the ball with this. So they're gonna come up and they're gonna talk a little bit about their guidance document. Now to introduce Prince William, you know, I don't know if you all remember this. So the ones of you have been with us for a long time, Becky Yellets is probably, so Becky Yellets is in the blue. Becky Yellets was one of the very first people in the state of Virginia that got this started. And this was even ten and fifteen years ago where she was mixing groups, collaborative groups.

00:39:04

Ms. Pierce: She was really sort of, she never gets credit, she put her head on, you know, her neck on the chopping block seriously to get some of this stuff started. And that was back in Orange, she presented a number of times when we all started. So then she moved to Prince William, and she found a compadre in Sherley Channing who had also been doing some of this. So the two of them together have been really sort of

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helping facilitate the whole process, and the way they do it number one is that they collaborate constantly with all the other departments. And so remember we were always told, you know, start with the willing and able. So they went out and even if someone weren't that willing they enabled them, and so they realized that they had to get everybody on board in that process. And that you, they really did need some sort of a guidance document. And when I kept saying guidance document at one of those subgroup meetings, somebody finally said let's quit calling it a guidance document. Let's put together a manual so that everybody knows how we're gonna do this.

00:40:00

Ms. Pierce: So they're gonna talk just a little bit.

Ms. Channing: Okay, something that could be good or could be a little bit of a challenge is that we are both supervisors in the office of special education. And we come from a really large school division. Prince William County has just under 90,000 students, and just under 100 schools, and well over 10,000 employees. So that can be a challenge, and about six years ago we started talking about RTI and we started doing a lot of research, and visiting other school divisions. But we just did a lot of talking, we didn't have a leader and then about four years ago we were lucky enough to find Becky Yellets, and we were lucky enough to hire her. And so Becky got us really started.

Ms. Yellets: Working in Prince William was completely different than working in Orange. In Orange we had 10,000 students total, so but many of the things that Regina and I started there we were able to use that when we started in Prince William.

00:41:04

Ms. Yellets: So when we started in working in Prince William on our RTI then we called it RTI, now it's MTSS handbook, we had to work with a number of stakeholders. It was much easier in Orange. I was working with like one other person, so I could talk to myself and get the right answer right? But no, now we had to work with the office of accountability, Title One, ESOL, professional development, math, gifted, language arts and the list goes on. So we worked with all those team members, stakeholders once a month. We had a subgroup meeting, we were just too large to invite everyone to like a leadership meeting every month. So we developed a subgroup meeting, and through the subgroup over the last year we have worked on our guidance document.

Ms. Channing: It wasn't easy, it took a long time. We thought we would start on it and get it done in a month, it took about 18 months for us to get a good draft together.

00:42:04

Ms. Channing: And the collaboration was a challenge too. We were used to just working together and making a lot of good decisions and getting things done. But when you have all these offices involved with different focuses and different things that they

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wanted to do coming to a consensus on something was a challenge. But we were able to do it, and we hadn't, we now have a manual, and Becky is gonna go through the parts of that manual with you.

Ms. Yellets: So on the screen you'll see the different sections of our handbook, and we modeled the sections of our handbook after our blueprint. We used, originally we used the blueprint from Illinois as our first document, and you, I'm sure you won't be surprised that the biggest problem that we had was when we got down to the assessment section three, research based interventions and assessment. Title One and, and special Ed. did not always agree on what progress monitoring, monitoring should look like, a curriculum based measurement of course we use Aimesweb a lot.

00:43:07

Ms. Yellets: And so our, we had to hash that out, our definition of assessment as well as tier two and tier three interventions. Tier three seemed to be simpler. We all really knew what it looked like when a student wasn't showing progress and needed those intensive interventions, but tier two seemed to be the real problem area. Because they would like to do guided reading again, and again, and again. And we were saying, well if it didn't work the first time how about if we change the intervention at tier two? So but as Sherley spoke it took us about 18 months. We do have a working document, but we keep an electronic copy of that because it, even now it is changing.

Ms. Channing: And it has draft across every page, you can't see it in the notebook. We didn't print it in a way that you could see it accidentally, but it will always be a draft. It will always be changing, we'll always be adding to it.

00:44:03

Ms. Channing: I don't think we'll ever have a final copy.

Ms. Yellets: I know that we didn't take like 15 or 20 minutes, but that's our, that's our spiel, and if anyone would like to see our handbook you can visit us at Prince William County. We have on our webpage, and we'll be glad to share the electronic copies that we have.

Ms. Pierce: Thank you, thank you. So what they're doing is kind of segueing us into after lunch. After lunch we're all gonna break out so that we're all at different tables all talking to different divisions. And you're gonna be talking about what pieces you've completed, and everyone is gonna have a few minutes to share that. And then you're gonna have an activity that goes with that, so that's after lunch. So now between now and lunch the next thing we'd like you to do is to sit with your team and figure out, first of all make sure you're already for after lunch. Pull up whatever it is you have, and then sit down and think about what is, is it in your guidance document that you're gonna need to still add?

00:45:06

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Ms. Pierce: How far along are you? What are the missing pieces, or maybe you've got it all? And you'll also have a little bit of time to think about, to complete some of the activities for this morning. So go ahead and get started on that now. [Tape cuts]

Dr. Bowmaster: Before we break for lunch we need, when we come back from lunch you're going to be working probably at different tables. So what we need to know, if you're high school raise your hand and leave your hand up so we can kind of get a count. Okay so about a dozen.

00:46:00

Dr. Bowmaster: So about 15. So about 15, okay hands down. Middle school, if you're in middle school.... About 23 I yeah, okay hands down. And then elementary raise your hand, everybody else, wow. Okay, also any central office person who wanted to go work with the high school that didn't raise their hand, just so we can get some numbers. Probably you'll be split, you'll probably, probably float around. All right.

00:47:00

Dr. Bowmaster: You know, one of the things, when we read the evaluations over and over we're told we need time to work as teams when you come here. And that was kind of the concept that we had when planning for today, and so hopefully this morning you've had some really good time. You know, we saw a lot of people using various documents, and so thumbs up kind of get a reading was this helpful, thumbs down if you don't think it was helpful. Thumbs sideways if you really don't care you just came for lunch, okay all righty. So because the reality is we know when you get here you can focus, but when you get back into your buildings life goes on and it's a little more difficult sometimes to just sit and talk and plan for things like that. All righty, lunch. It's a buffet, there are two long lines you go down either side so there'll be four lines for lunch. Yeah, clear a spot because you're coming back in here to eat.

00:48:01

Dr. Bowmaster: So just kind of clear a spot, and are we, they're pretty much ready? Yeah once you clear your spot the buffet is out to the, when you go out the door go to the right.